

## ONLINE COURSE SYLLABUS

### Introduction

The purpose of this course is to increase participants' understanding of formative assessment and help them become skillful users of formative assessment their classrooms in the context of College and Career Ready Standards (CCRS).

The course is aimed at classroom teachers (although coaches will be eligible to participate) and will be offered beginning September 2015 and concluding in February 2016. The online course represents approximately 40 hours of professional learning over the five-month time period. Each module will entail approximately eight hours of participant engagement or two hours a week on average.

Participants will be eligible for course credit upon completing all the requirements of the course, including a 1500 word paper reflection on what they learned and how their learning has impacted their practice. The paper will be graded as pass/fail.

Margaret Heritage, Senior Scientist, WestEd, will be the instructor of record for the course.

### Goals and Objectives

The goals of the course are to:

1. Deepen participants' knowledge of CCRS;
2. Develop participants' knowledge and skills in moving from standards to lesson learning goals;
3. Develop participants' knowledge and skills in implementing formative assessment practices in support of deeper learning;
4. Develop participants' skills in involving students in the learning and assessment processes;
5. Increase participants' knowledge about the role of structures and expectations in the classroom that support formative assessment.

As a result of engaging in this course, participants will be able to:

1. Set immediate learning goals for students derived from their analysis of the intermediate steps (building blocks) that students will take as they increase their learning from the end of one grade level's standards to the end of the next;
2. Assist students to understand the goals being aimed for and provide them with a clear sense of how they will know if they are meeting the goal;
3. Be intentional about how they are going to collect evidence of students' developing understanding during the lesson;
4. Be more responsive to students based on the evidence, ensuring that students remain on track to meet desired goals. Importantly, they will not adopt a one-size-fits-all approach

to learning, but will be responsive to individuals within the context of the classroom as a whole;

5. Provide the kind of feedback based on evidence that students can use to support their own learning;
6. Give students time to act on the feedback, which over time can lead to their building a repertoire of learning strategies they can ultimately employ themselves;
7. Engage students in the assessment/learning process through peer and self-assessment;
8. Organize their classrooms so that there are clear structures to support discourse practices (a key means to learning for students and a source of evidence for teachers), collaboration, individual and group responsibility and accountability.

## **Course Design**

The online course is comprised of five modules. These modules are asynchronous so that participants can engage in course content at their convenience.

Each module consists of:

- Introductory Inquiry: presentation and guided analysis via video of an aspect of formative assessment;
- Guided Practice: analysis of video and vignettes using protocols;
- Independent Implementation: Participants make plans for how to implement what they have learned in their classrooms, implement and then revise as a result of experience.

Course participants will be required to form within-state teams (between 5-8 teachers per team) to share experiences as well as give and receive feedback on their respective formative assessment implementations. Each team will have a group workspace within the learning environment where members can share reflections and questions about their implementation of formative assessment.

There are three synchronous webinar events throughout the course that elaborate the content of the modules.

## Course Outline

Date	Objectives	Content
9/15	<ol style="list-style-type: none"> <li>1. Understand the process of formative assessment, its purpose, and the classroom conditions to support the process</li> <li>2. Gain an understanding of the theoretical and research base for formative assessment</li> <li>3. Consider pedagogical practices in support of learning in the context of CCRS</li> </ol>	<ul style="list-style-type: none"> <li>• Overview of the process of formative assessment</li> <li>• Considerations in creating a classroom culture for formative assessment</li> <li>• Research/theoretical base for formative assessment</li> <li>• Review and reflect on resource <i>Fundamentals of Learning</i>, created by the Center for Standards and Assessment Implementation</li> </ul>
10/15	<ol style="list-style-type: none"> <li>1. Gain an understanding of how to plan lessons with formative assessment from standards</li> <li>2. Understand the role of learning goals and success criteria in formative assessment</li> <li>3. Develop skills in creating learning goals and success criteria</li> </ol>	<ul style="list-style-type: none"> <li>• Review and reflect on resource <i>Planning Lessons with Formative Assessment</i>, created by the Center for Standards and Assessment Implementation</li> <li>• The purpose of learning goals and success criteria</li> <li>• Practice creating and implementing learning goals and success criteria</li> </ul>
11/15	<ol style="list-style-type: none"> <li>1. Understand how evidence of learning can be intentionally gathered during the course of teaching and learning</li> <li>2. Understand the criteria for quality evidence</li> <li>3. Develop skills in planning for evidence gathering aligned to learning goals and success criteria and interpreting evidence</li> </ol>	<ul style="list-style-type: none"> <li>• Strategies for obtaining evidence of learning aligned to learning goals and success criteria as part of instruction</li> <li>• Criteria for obtaining quality evidence</li> <li>• Practice planning for, and obtaining evidence of, student learning during instruction</li> <li>• Practice interpreting evidence of learning</li> </ul>
1/16	<ol style="list-style-type: none"> <li>1. Understand the purpose of contingent pedagogy in formative assessment</li> <li>2. Understand the characteristics of effective feedback</li> <li>3. Practice evaluating the quality of contingent pedagogy, including feedback</li> </ol>	<ul style="list-style-type: none"> <li>• Responding contingently to evidence of learning</li> <li>• Research on effective feedback</li> <li>• Evaluating the quality of contingent pedagogy and feedback</li> <li>• Practice planning for contingent pedagogy</li> <li>• Practice providing feedback</li> </ul>
2/16	<ol style="list-style-type: none"> <li>1. Understand the student role in formative assessment</li> <li>2. Gain an understanding of student metacognition, motivation and self-regulation in relation to formative assessment</li> <li>3. Consider strategies to involve students in the assessment process</li> </ol>	<ul style="list-style-type: none"> <li>• Why involve students in assessment</li> <li>• 21<sup>st</sup> century skills of metacognition and self-regulation</li> <li>• Teaching students to be metacognitive and self-regulated</li> <li>• Teaching students to provide peer feedback</li> </ul>

## Course Bibliography

This bibliography will be made available to course participants. Those taking the course for credit will be required to read at least two papers and include reference to them in their course paper.

Black, P. J. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa*, 80,139-148.

Hattie, J., & Timperely, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.

Heritage, M. (October, 2007) Formative assessment: what teachers need to know and do. *Phi Delta Kappan*. 89 (2) 140-146.

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63 (3), 18-26.

Shepard, L.A. (2005). Linking Formative Assessment to Scaffolding. *Educational Leadership*, 63(3), 66-71.